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ABSTRACT

Ten recommendations for increasing minority participation in graduate education are offered by the Council of Graduate Schools (CGS) Task Force on Minorities in Graduate Education. The recommendations are submitted for approval and implementation by the Board of CGS. The recommendations include the following: CGS should begin a Minority Dean in Residence Program; CGS should serve as a clearinghouse to collect and disseminate information on minority issues on campuses, and legislation on minority students; CGS should authorize the publication of a guide on successful minority graduate recruitment, retention, graduation, and placement strategies; CGS should hire a professional editor to work with graduate deans to develop a booklet describing graduate education and opportunities resulting from graduate studies; CGS should give high priority to recruitment, retention, and financial support of minority graduate students in all its activities, programs, and publications; and the Board of CGS should appoint a standing committee on minority graduate student affairs to advise the Board and staff on programs, issues, and policies that affect minority graduate students, faculty, and staff at CGS institutions. The appendixes, which comprise five-sixths of the document, consist of supplementary materials to support selected recommendations. These include such topics as: (1) the educational background of Hispanics, by Richard P. Duran; (2) a proposal to study ABDs ("All But Dissertation"), by David Madsen; and (3) early intervention research and support programs. (SW)

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CGS TASK FORCE ON MINORITIES IN GRADUATE EDUCATION

June 1986

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The Task Force on Minorities in Graduate Education submit the following recommendations for approval and implementation by the Board of the Council of Graduate Schools of the US:

1. The Council of Graduate Schools in the United States should begin a Minority Dean in Residence Program (MDRP). The role and responsibility of this person would be to help coordinate, implement, and make visible those issues, concerns, and activities that would impact on minority graduate students, faculty and staff of CGS member schools. This person should have release time to pursue his or her own research interest (25%).

   The implementation of this recommendation will be an important indication of the commitment of CGS to implement the full set of the Task Forces' recommendations. The presence of a person in the CGS office will make possible the coordination of staff efforts with regard to minority concerns, the implementation of new programs recommended by the Task Force, and a visible expression of CGS concerns. The presence of a minority Dean in residence also would help bring greater visibility to issues important to minority individuals at One Dupont Circle.

2. CGS should serve as a clearinghouse to collect and disseminate information on minority issues on our respective campuses and the federal/state governments' legislation on minority students, faculty, and staff. The "CGS Communicator" could be used to publish such information.

3. CGS should authorize the publication of a guide book on successful minority graduate recruitment, retention, graduation, and placement strategies. This booklet should be circulated to all CGS institutions and used at CGS summer workshops, regional/state meetings of graduate deans and during the annual CGS meeting.

4. The Council of Graduate School Deans should hire a professional editor to work with a committee of graduate deans in developing a booklet describing the nature of graduate education and the opportunities for students who earn advanced degrees. The audience for the booklet would be minority undergraduates throughout the country. A proposed outline for such a publication follows:

   A. A very brief history of the development of universities in the United States, stressing the relatively recent professionalization of most occupations and the rise of major research universities within the last century.

   B. A brief explanation of the difference between professional and academic degrees, with statistics concerning their award.

   C. The reasons for pursuing an advanced degree, i.e., the kinds of skills to be acquired in graduate education.

   D. The Ph.D. as a teaching degree, and the future of the professoriate. (The recently published book co-authored by Jack Schuster on this topic can be mentioned.)

   E. Profiles of some prominent minority leaders with advanced degrees.

   F. A summary of the application process for graduate education, perhaps modeled on the booklet developed by the GEM program, with a checklist of the steps necessary and a sample timetable.

G. A brief discussion of the significance of GRE scores in graduate admissions, stressing the variability with which they are used.

H. Financial aid available for graduate students -- the kinds of loans, fellowships, and employment with which students support themselves.

I. Requirements for an advanced degree -- the thesis or dissertation, and time to completion for the degree.

J. Job opportunities, especially alternatives to teaching for Ph.D.'s.

The brochure should be brief, attractive, informative, and general in nature, without reference to any particular school. It should be circulated to all deans in sufficient quantity for undergraduate minority students. A small charge for the booklet to defray its costs would be appropriate. The right to reproduce by xeroxing or other means should be freely given.

5. The Council of Graduate Schools should give the recruitment, retention and financial support of minority graduate students the highest priority in all of its activities, programs and publications and should urge State/Regional Graduate Professional Associations to do likewise.

6. The Board of the Council of Graduate Schools should appoint a "Standing Committee on Minority Graduate Student Affairs" that would help to advise and consult with the Board and staff of CGS on programs, issues and policies that impact on the presence of minority graduate students, faculty, and staff at CGS institutions.

A. The Committee should have as broad and diverse a representation as possible.

B. The Committee should try to coordinate information and activities generated by ad hoc minority organizations, i.e., National Name Exchange, GPOP Directors, Western Name Exchange, CIC Deans, Dwarfs/Elves, Southern Regional Graduate Deans, etc.

C. The Committee should meet bi-annually.

D. CGS should provide funds for the Committee to conduct its business, travel, reports, telephone, etc.

E. The Committee should report at CGS' Annual Meeting of CGS Deans.

7. CGS should form a working committee charged with the development of a Minority Ph.D. Completion Project which would focus on short-range and long-range activities designed to encourage and assist minority graduate students to complete the Ph.D.

A. CGS should disseminate information about the problem of minority ABD's to graduate deans.

B. CGS should initiate a survey that would encourage graduate deans to assess the impact of the ABD phenomena in their respective institutions.

C. CGS should encourage graduate deans to initiate strategies for campus based programs that will provide minority ABD's with the support (academic and financial) and nurturance necessary to complete the Ph.D.

D. CGS should become a clearinghouse for information on the development and implementation of programs designed to assist minority students to complete the Ph.D.

E. CGS should seek funding for a demonstration project that would focus on minority ABD's who are attempting to complete their work in institutions that hold membership in the Dwarfs, CIC, and the Dorothy Danforth Compton Fellowship Program or similar consortia or networks.

8. CGS member instititions are encouraged to promote the development of the next generation of minority scholars, researchers, teachers, and other professionals by taking the initiative to inform, advise, and train undergraduates early in their college years about the opportunities provided by graduate study.

Faculty will be retiring in the 1990s in substantial numbers and universities and colleges will be seeking replacements. The 1990s offer a window of opportunity that minority students should not miss because it would deny them access to the professoriate for years to come. There are many programs, specifically focusing on minority undergraduates, that serve to stimulate and cultivate interest in graduate education. Attachment A outlines ten early intervention programs for undergraduates that are expanding the pool of eligible minority graduate students. Attachment B presents an initiative that invites graduate schools to play a role in advising undergraduates about graduate school. CGS should highlight these kinds of programs as a way of keeping the issue of developing the next generation of minority scholars at the forefront of the agenda of graduate deans. One immediately "doable" project for CGS is the publishing of an article in each issue of the COMMUNICATOR on successful early intervention and outreach efforts in graduate student affirmative action.

9. Graduate Deans at CGS member institutions should assign as part of the regular duties of one of their assistants, the job of addressing issues related to the maintenance of the minority presence in graduate school.

These duties would include, but would not be restricted to, issues pertaining to the following: recruitment, retention, the structuring of support programs, the provision of assistance in the procuring of funding for fellowships and scholarships, and working with faculty and graduate and undergraduate departments to generate minority scholarship.

10. Graduate Deans at CGS member institutions should initiate a process to collect and review statistics related to minority graduate students on their campuses. This process should be separate from other campus-wide data collecting activity, although it may use these in part whenever convenient.

Such data would include the following: numbers of applicants, numbers admitted and rejected, numbers enrolled, financial support offered, number and level of TA and RA appointments offered to minority students, number of graduates by degree, etc. All these data should be broken down by ethnicity, sex, department, program of study, etc., paying special attention to within-category distinctions, e.g., Chicano, Mexican American, Puerto Rican, Other Spanish American, Other Hispanic. These are all meaningful categories which would assist in future analysis of these data.

Appendix

Supplemental Information on Recommendations

Recommendation #1 -

GPOP Directors' resolution at their 1985 meeting

Recommendation #2 -

A. Listing of different types of information that could be reviewed

B. Photocopies of materials that could be disseminated under clearinghouse concept

Recommendation #3 -

Proposed Outline of CGS Publication

No supplements provided for Recommendations #4, 5, and 6

Recommendation #7 -

Proposal by Dr. David Madsen to study ABD's in Philosophy

Recommendation #8 -

Descriptive listing of some Early Intervention Research and Support Programs

No supplements for Recommendation #9 and 10

Applies to Recommendation #1

The G*POP Directors Tenth Annual National meeting was convened on December 11, 1985 for the purpose of reviewing the activities of each participating region and to discuss the extent to which program objectives were being met; the special problem areas which were being or still needed to be addressed; and to explore avenues through which the overall program objectives could either be expanded or made more effective. It should be recalled here that the enabling legislation of the Graduate and Professional Opportunities Program was intended to provide graduate and professional study opportunities for minorities and women as an effort to assist in offsetting the low levels of participation of these groups in study areas of critical national need. It focused further on providing an additional resource which could be used by graduate and research universities to meet their minority student projections. In that regard, G*POP, then, is a complementary program and was never intended to supplant whatever mechanisms were already in place at the institutions electing to compete for fellowship support under G*POP. This fact is undeniably clear if the total program is judged by its appropriated funding which has never exceeded $14 million in any given year. Finally, it must be acknowledged that while increased funding levels have been recommended, the National Directors Organization is not optimistic in that regard. It has also become clear that this program cannot be utilized to make up for deficiency of effort on the part of graduate institutions to recruit and train the qualified minority student populations of the United States who would, if permitted, seek the advantages of graduate or professional study.

It might be safe to assert, then, that the decline in minority graduate enrollments across the nation, while owing to a variety of reasons, may obtain as much from a declining lack of diligence to maintain and improve support systems for these groups until they reach parity, as from a complacent attitude that this problem will take care of itself.

The National G*POP Directors organization disagrees with this assumption and wishes therefore to present for the consideration of the Council of Graduate Schools in the United States the following resolution which was unanimously adopted at its December 11 business session.

RESOLUTION

WHEREAS, minority student enrollment in graduate programs of critical national need has shown a constant decline over the last five years; and,

WHEREAS, efforts to offset this trend appear to be unusually negligeable or ineffective; and,

WHEREAS, the Council of Graduate Schools in the United States has in the past encouraged its member institutions to be more vigilant in their initiatives to increase their minority student graduate school enrollments; and,

WHEREAS, in recognition of the importance of this thrust, it has established a task force focused specifically on minorities in graduate education in order to maximize the nation's commitment to utilize every means available to it to raise the levels of representation in the graduate education of minorities;

RESOLVED: that a recommendation be made to the Council of Graduate Schools in the United States to upgrade its commitment to support minority representation in graduate education by creating at the national headquarters a senior-level staff position, the primary purpose of which will be to address, develop, and champion any and all initiatives leading to equitable and larger enrollments in and graduation from institutions which offer study programs in areas of critical national need and in

which minority representation is either disproportionately low or declining for reasons that can be corrected;

RESOLVED FURTHER: that this resolution, as may be acceptably modified, be considered as the first order of business on the agenda of the Council of Graduate Schools Task Force on Minority Graduate Education when it is convened for its first meeting.

Respectfully submitted,

William McHenry

William E. McHenry, Chair
G*POP Regional Resource Centers Directors

WEM/emw

Applies to Recommendation #2

Information that could be reviewed for Clearinghouse concept

I. Professional Organizations/Association Reports

American Council of Education. Minorities in higher education: annual status reports.

National Board on Graduate Education. Minority group participation in graduate education. Washington, D.C.: National Academy of Science.

National Research Council. Science, engineering and humanities doctorates in the US -- 1983 profile.

II. Foundation Reports

Berryman, Sue E. Who will do science? Rockefeller Foundation, 1983. (See Attachment A.)

Hispanics: Challenges and opportunities, Ford Foundation, 1984.

III. Government Reports

U.S. Department of Education, Office of Civil Rights. Data on earned degrees conferred by institutions of higher education by race, ethnicity, and sex.

U.S. Department of Education, National Center for Educational Statistics. Digest of educational statistics series.

Higher education fact sheet (1982), No.11, U.S. Department of Education, National Advisory Committee on Black Higher Education and Black Colleges and Universities.

IV. Research Studies (Books and Monographs)

Astin, H.S. and Burciaga, C.P., 1981. Chicanos in higher education: Progress and attainment. Los Angeles: Higher Education Research Institute.

Astin, Alexander W., et al. Minorities in american higher education. San Francisco: Jossey-Bass Publishers, 1982.

Duran, Richard P. Hispanics' education and background : Predictors of college achievement. New York: College Entrance Examination Board, 1983. (See Attachment B.)

Olivas, Michael A. Financial aid: Access and packaging policies for disadvantaged students. Palo Alto: Stanford University, Institute for Research on Educational Finance and Governance, 1981. (See Attachment C).

V. Regional and Inter-Institutional Reports

Galambos, E.C. Racial composition of faculties in public colleges and universities of the south. Atlanta: Southern Regional Education Board, 1979.

Summary of minority activities at the CIC universities, Northwestern University, 1985 Report.

APPENDIX B

In order to expedite the establishment of the clearinghouse recommendation, I would like to propose that:

1. CGS undertake this as a cooperative venture with a university graduate school;

2. The cooperating university graduate school feed the information for dissemination to the CGS member institutions through the "CGS Communicator" and/or through a special publication, and

3. Such a clearinghouse maintain a library and serve as a reference and resource information center relative to the education of minorities (within the confines of the recommendation).

ATTACHMENT A

A SPECIAL REPORT
The Rockefeller Foundation

WHO WILL DO SCIENCE?

Trends, and their causes, in minority and female representation among holders of advanced degrees in science and mathematics.

Sue E. Berryman

Table 10

PERCENTAGE OF [illegible] ETHNIC GROUP AMONG U.S. DEGREES BY DEGREE FIELD AND YEAR (1973/74 TO 1978/79)[a]

Year	Racial and Ethnic Group	Total B.A. Degrees	Fields (Percent)									
			Quantitatively-Based Disciplines									
			Total	Physical Sciences	Mathematics	Computer Sciences	Biological Sciences	Engineering	Social Sciences	Business	Education	All Other
1973/74	Total (N=989,200)	100.0	100.0	100.0	100.0	b	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	92.2	92.9	94.8	92.9	b	89.7	94.9	90.9	92.4	90.4	93.2
	Blacks	5.1	2.9	2.7	5.6	b	3.6	1.8	6.6	4.9	7.9	4.2
	Hispanics	1.3	1.2	1.2	0.7	b	1.1	1.4	1.4	1.2	1.1	1.4
	American Indians	0.3	0.2	0.2	0.1	b	0.2	0.4	0.3	0.3	0.3	0.3
	Asian-Americans	0.9	1.6	1.1	1.7	b	1.7	1.5	0.9	1.2	0.4	0.9
1975/76	Total (N=912,000)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	89.0	91.1	93.3	90.4	89.7	90.4	91.3	87.0	88.8	87.0	90.5
	Blacks	6.5	5.0	3.1	5.1	6.9	4.3	3.2	8.1	6.7	9.1	5.2
	Hispanics	2.9	2.6	1.8	2.2	1.9	2.8	2.9	3.3	2.8	2.9	2.8
	American Indians	0.4	0.3	0.3	0.4	0.1	0.3	0.4	0.3	0.4	0.5	0.4
	Asian-Americans	1.2	2.1	1.5	2.0	2.3	2.3	2.3	1.2	1.3	0.5	1.2
1976/77	Total (N=899,428)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	89.5	91.5	93.4	91.0	90.0	90.7	92.0	87.1	89.5	87.7	90.8
	Blacks	6.5	4.0	3.1	5.1	5.9	4.6	3.0	8.4	6.7	9.1	5.4
	Hispanics	2.1	1.8	1.5	1.6	1.5	1.9	2.0	2.6	1.7	2.1	2.0
	American Indians	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.4	0.3	0.5	0.4
	Asian-Americans	1.5	2.4	1.7	2.3	2.7	2.5	2.7	1.5	1.8	0.6	1.5
1978/79	Total (N=911,637)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	88.1	89.8	92.5	88.7	88.2	87.8	90.8	86.0	87.9	86.0	89.1
	Blacks	6.6	4.1	3.1	5.7	6.0	5.1	3.1	8.2	6.7	9.1	6.0
	Hispanics	1.3	2.9	2.2	2.5	2.5	3.8	2.7	3.8	3.3	3.8	1.0
	American Indians	0.3	0.3	0.3	0.4	0.1	0.3	0.3	0.5	0.3	0.5	0. 0.4
	Asian-Americans	1.7	2.9	1.9	2.8	3.1	3.0	3.2	1.6	1.9	0.7	1.5

[a]Sources: Data for 1973/74 come from the American Council on Education, *A Fact Book on Higher Education*, #4, 1976, Table 76.225. Data for 1975/76 come from the Department of Health, Education, and Welfare, Office for Civil Rights, *Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1975-76*, 1978. Data for 1976/77 come from the Department of Education, National Center for Educational Statistics, *Digest of Educational Statistics*, 1980, Table 111. Data for 1978/79 come from the Department of Education, Office for Civil Rights, *Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979*, 1981.

[b]

Table 11

REPRESENTATION OF RACIAL AND ETHNIC GROUPS AMONG M.A. DEGREES BY DEGREE FIELD AND YEAR (1975/76 TO 1978/79)[a]

Year	Racial and Ethnic Group	Total M.A. Degrees	Fields (Percent)									
			Quantitatively-Based Disciplines									
			Total	Physical Sciences	Mathematics	Computer Sciences	Biological Sciences	Engineering	Social Sciences	Business	Education	All Other
1975/76	Total (N=294,390)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	89.3	92.3	92.4	91.8	91.2	92.7	91.9	90.2	92.3	86.9	90.2
	Blacks	6.9	2.7	2.9	3.7	2.7	3.5	1.9	5.9	2.0	9.8	5.6
	Hispanics	2.2	1.6	1.6	1.6	0.8	1.5	1.9	2.3	1.3	2.2	2.9
	American Indians	0.3	0.3	0.2	0.2	0.3	0.3	0.3	0.2	0.2	0.3	0.3
	Asian-Americans	1.4	3.2	3.0	2.7	3.0	2.1	4.0	1.3	2.9	0.8	1.1
1976/77	Total (N=298,322)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	88.9	91.4	94.3	91.7	90.6	93.1	90.0	88.5	91.4	86.5	85.1
	Blacks	7.1	2.5	2.0	4.0	2.8	3.1	1.9	6.7	3.3	10.2	5.3
	Hispanics	2.0	1.6	1.2	1.3	2.0	1.1	2.0	2.9	1.4	2.2	2.0
	American Indians	0.3	0.3	0.5	0.4	0.1	0.2	0.2	0.3	0.3	0.4	2.8
	Asian-Americans	1.7	4.2	3.1	2.7	4.5	2.4	6.0	1.7	3.2	0.8	1.9
1978/79	Total (N=281,465)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	88.5	90.2	92.8	91.5	89.9	91.4	88.3	89.2	90.7	86.2	89.6
	Blacks	6.9	2.5	1.8	2.8	2.6	3.4	2.1	6.4	4.7	9.9	5.7
	Hispanics	2.3	1.6	1.4	1.4	1.0	1.8	1.9	2.4	1.6	2.6	2.5
	American Indians	0.4	0.3	0.6	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3
	Asian-Americans	2.0	5.3	3.4	4.1	5.9	3.2	7.5	1.7	2.7	8.8	1.9

[a]Sources: Data for 1975/76 come from the Department of Health, Education, and Welfare, Office for Civil Rights, *Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1975-76*, 1978. Data for 1976/77 come from the Department of Education, National Center for Educational Statistics, *Digest of Educational Statistics*, Table 111. Data for 1978/79 come from the Department of Education, Office for Civil Rights, *Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1978-1979*, 1981.

[illegible] OF RACIAL AND ETHNIC GROUPS AMONG PH.D. RECIPIENTS BY [illegible] [illegible]

Year	Racial and Ethnic Group	Total Ph.D. Degrees	Field (Percent)									
			Quantitatively-Based Disciplines						Social Sciences	Business	Education	All Other
			Total	Physical Sciences	Mathematics	Computer Sciences	Biological Sciences	Engineering				
1975/76	Total (N=29,731)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	92.3	91.6	94.1	93.6	97.0	94.4	91.3	94.1	93.9	87.8	91.5
	Blacks	4.1	1.4	1.4	1.3	0.0	1.7	1.1	1.0	2.1	9.0	3.2
	Hispanics	1.4	1.0	1.1	1.7	0.5	0.9	0.9	1.4	1.1	1.9	1.3
	American Indians	0.3	0.2	0.3	0.1	0.5	0.1	0.2	0.2	0.9	0.5	0.3
	Asian-Americans	2.0	3.8	3.1	3.2	2.0	2.9	6.6	1.2	2.3	0.8	1.6
1976/77	Total (N=29,364)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	91.4	92.6	91.4	91.9	91.6	93.5	89.9	92.5	94.5	87.4	91.2
	Blacks	4.3	1.6	1.6	1.5	0.6	1.7	1.3	1.7	1.8	9.0	3.0
	Hispanics	1.8	1.3	1.4	2.7	0.0	1.0	1.5	2.0	1.0	2.2	1.9
	American Indians	0.3	0.3	0.2	0.5	0.6	0.5	0.1	0.3	0.4	0.4	0.3
	Asian-Americans	2.2	4.2	3.4	3.5	5.3	3.4	7.2	1.6	2.3	1.0	1.7
1978/79	Total (N=28,774)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	90.8	91.4	92.3	91.6	93.1	93.3	85.8	91.7	94.6	87.5	92.6
	Blacks	4.4	1.7	1.8	2.3	2.1	1.5	1.5	4.4	2.6	8.6	3.5
	Hispanics	1.6	1.0	1.0	1.0	0.5	1.1	1.4	1.9	0.7	1.9	1.7
	American Indians	0.4	0.2	0.3	0.0	0.0	0.2	0.1	0.5	0.4	0.6	0.2
	Asian-Americans	2.8	5.7	4.6	5.1	4.3	4.0	11.2	1.6	1.7	1.3	2.1
1979/80	Total (N=27,350)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Whites	90.8	89.4	91.0	90.1	94.3	92.6	79.9	91.4	b	87.1	90.5
	Blacks	4.0	1.1	0.6	2.0	0.0	1.3	1.1	1.9	b	8.5	3.2
	Hispanics	1.9	1.1	1.1	0.8	0.6	0.9	1.7	1.9	b	2.2	2.4
	American Indians	0.3	0.2	0.3	0.0	0.0	0.3	0.2	0.3	b	0.8	1.7
	Asian-Americans	4.0	8.1	7.0	7.1	5.1	4.8	17.1	2.6	b	1.3	2.3

[a]Data for 1975/76 come from the Department of Health, Education, and Welfare, Office for Civil Rights, [illegible]. Data for 1976/77 come from the Department of Education, National Center for Educational Statistics, [illegible], 1980, Table III. Data for 1978/79 come from the Department of Education, Office for Civil Rights, [illegible], 1981. Data for 1979/80 come from the National Academy of Sciences and National Science Foundation, [illegible], 1980.

[b]The data source for 1979/80 includes business in all other fields.

ATTACHMENT B

HISPANICS' EDUCATION AND BACKGROUND

Predictors of College Achievement

Richard P. Durán

Table 17

Mean GRE Aptitude Test Scores and Standard Deviations for Self-Identified Hispanic and White Non-Hispanic Examinees, 1978–79

GRE Aptitude Subtest	Group			
	Mexican American	Puerto Rican	Latin American	White
Verbal	418.82 (109.51)	389.42 (104.69)	464.97 (113.14)	511.50 (110.52)
Quantitative	422.14 (122.27)	417.71 (119.93)	467.72 (125.81)	525.08 (121.96)
Analytical	412.26 (116.61)	384.70 (111.70)	460.27 (125.31)	528.73 (110.61)

NOTE: Standard deviations are in parentheses.

SOURCE: Wild (1980, p. 75).

about one standard deviation below whites; Latin Americans scored about a one-half standard deviation lower in performance than whites.

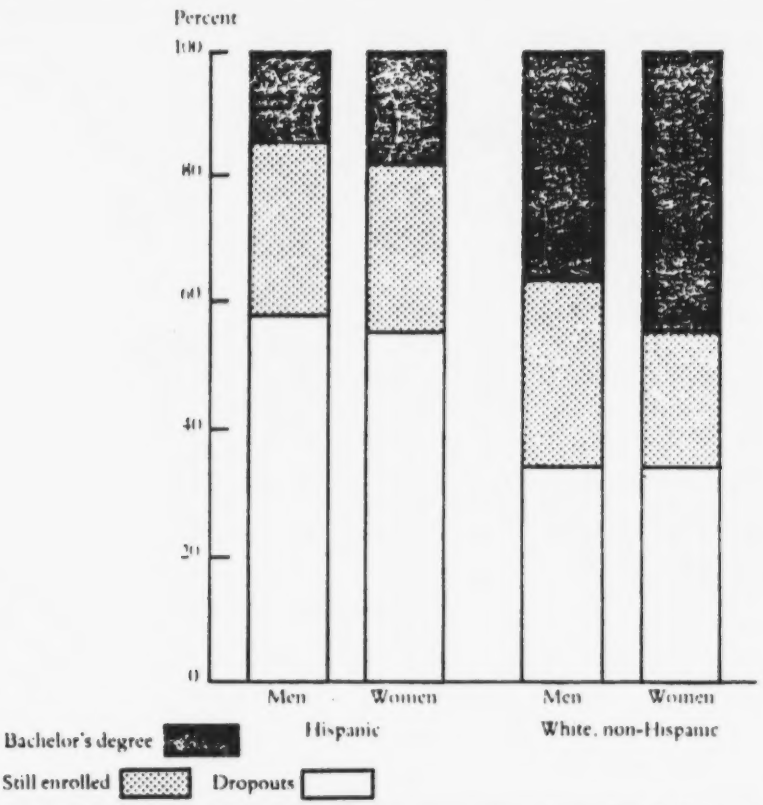
CONCLUSIONS AND DISCUSSION

The data reviewed in this chapter have shown that Hispanic college candidates' admissions test scores were from one-half to one standard deviation below the scores of white non-Hispanics. These differences were found to exist on the undergraduate admissions tests of both the American College Testing Program and the College Board, and also on the subscores of Graduate Record Examinations Board Aptitude Test. Mexican American (or Chicano), Puerto Rican, and other Hispanic candidates performed at levels very similar to each other and noticeably lower than whites. On the College Board Student Descriptive Questionnaire, Mexican American or Puerto Rican students who answered "Yes" to the question, "Is English your best language?" scored higher by about one standard deviation on the SAT-verbal and SAT-mathematics subtests than Mexican or Puerto Rican students who answered "No" to the same question. The SAT scores of Mexican

Figure 3

Educational Status of Hispanics and Whites Four Years after Entering College

Four years after enrolling in academic programs, two-and-one-half times as many white women and men had a bachelor's degree as their Hispanic counterparts



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education for Hispanic Americans*. Compiled and edited by G. H. Brown, N. Rosen, and M. A. Olivas. Washington, D.C.: 1980, p. 189.

ATTACHMENT C

IFG

Institute for Research on Educational Finance and Governance

SCHOOL OF EDUCATION STANFORD UNIVERSITY

Program Report No. 81-B14

FINANCIAL AID: ACCESS AND PACKAGING POLICIES FOR DISADVANTAGED STUDENTS

Michael A. Olivas*

December 1981

TABLE THREE

Financial Aid Recipients According to Type of Aid, by Institutional Type and Control*
(Percentage Distribution)

Mean (count)	Financial Aid	Grants or Scholarships	Term-time Earnings	Loans	Benefits
Public 4	(222)	92.4 (219)	22.8 (54)	21.1 (50)	4.2 (10)
Public 2	(195)	83.6 (178)	2.8 (6)	1.4 (3)	9.9 (21)
Private 4	(45)	95.6 (44)	21.7 (10)	32.6 (15)	2.2 (1)
Private 2	(25)	96.0 (24)	12.0 (3)	4.0 (1)	8.0 (2)
Other	(34)	85.3 (29)	0.0	11.8 (4)	11.8 (4)
Total	(521)	89.0 (494)	13.2 (73)	13.2 (73)	6.8 (38)

*Horizontal percentage totals may exceed 100%

Applies to Recommendation #3

Proposed Outline
CGS Publication
Minority Graduate Education

I. Introduction

1. Premise of affirmative action in higher education
2. Demographic imperatives
3. Role of program staff
   a. with the external minority community
   b. within the university

II. Identification

1. Early Identification Plans
   a. MARC Programs
   b. Sloan Foundation Summer Program in Public Affairs
   c. Individual Institutional Initiatives
      (e.g. Stanford, U.C.L.A., U.C. Santa Cruz)

2. Name Exchanges

III. Recruitment

1. Graduate School Days
   a. California Schools
   b. GRE Forums
   c. Old Ivy League FIPSE Proposal

2. Cooperative Programs
   a. CIC Model
   b. "Sister" Schools (e.g. Brown and Tougaloo)

3. Recruitment Publications
   a. Description of key information
   b. Distribution of printed material

4. Use of Networks
   a. Create your own (e.g. U.T.'s Faculty Affiliates)
   b. Alumni
   c. Minority groups

IV. Retention

1. Mentor Programs
   a. U.C. Irvine
   b. U.C. Santa Barbara

2. Environment of Support
   a. Danforth Compton Model - Conferences and Workshops
   b. U.T. Austin GOP Retention Workshops

3. Financial Aid
   a. Institutional Fellowships
   b. Outside Fellowships, e.g. G*POP, and Ford
   c. Departmental Support

V. Placement

1. Post Doctoral Fellowships
2. Vita Banks
3. Stanford's Program for Placing Ph.D's in alternative careers
4. Career Paths for Master's Students
5. Institutional Faculty Hiring

Applies to Recommendation #7

January 23, 1986

Sven Groenning, Director
Fund for the Improvement of Postsecondary Education
Office of Postsecondary Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 3100 ROB-3
Washington, D.C. 20202

Dear Mr. Groenning:

Please accept this letter as my "preliminary proposal" for a grant to study a random stratified sample of persons who completed dissertations in 1983 and 1984 as part of the requirement for the doctoral of philosophy degree. I estimate the study will require two years, involve 300 persons, and cost approximately $64,000.

Perhaps half of those who begin study for the doctor of philosophy degree in American universities do not complete work for that degree and join the ranks of those commonly known as ABD's - "All But Dissertation." (Sternberg, 1981, p. 10). Since approximately 30,000 persons are awarded doctorates in the United States each year, possibly an equal number must abandon pursuit of the degree, giving as their reasons financial hardship, marital difficulties, loss of interest, as well as others. However, it is the dissertation itself, that seems to claim the most victims, some of whom are unable to find a suitable topic, sufficient faculty support, or the skills necessary to complete the task. Yet, in spite of all the difficulties associated with writing a dissertation and the frustrations of those who never complete the work, no portion of graduate study is held in higher general esteem by faculty and students alike than the process that results in a dissertation. (Berelson, 1960, p. 206; Heiss, 1970, p. 129; Spurr, 1970, p. 130). Ironically, however, little systematic study of the process that leads to the dissertation has ever been made.

What is it, then, about the dissertation process that causes thousands of students a year to leave the university while another 30,000 finish the course? Conversely, how do those who are successful manage to confront the problems associated with the dissertation, and to overcome those problems? The purpose of the study proposed is to ask 300 persons who recently completed dissertations to respond to a series of questions

about the experiences each encountered in the process of preparing a dissertation and to invite each to offer suggestions for ways in which the process might be improved. Both questionnaires and personal interviews will be employed.

Once made public, the results of this study should benefit everyone involved in the dissertation process. For the doctoral students the findings should prepare them to anticipate some of the common difficulties, frustrations, and pitfalls they are likely to encounter as well as provide suggestions on how to overcome those challenges. For faculty advisers and dissertation committee members the results should identify critical stages of the process and steps that might be taken to guide capable students through each stage. Finally, the results of the study should be of interest to all those faculty and other officials who make policies and establish procedures that govern the dissertation process.

Everyone who has written a doctoral dissertation has interesting stories to tell about the experience--sometimes pleasant and inspiring stories, and sometimes not. In the course of researches for my book, Successful Dissertations and Theses: A Guide to Graduate Student Research (San Francisco: Jossey-Bass,1983), I found monographs and articles dealing with the technical problems students encounter when they write dissertations. Yet despite the fact that many doctoral dissertations are written in the U.S. every year, surprisingly little is known about the experiences of those who wrote them. For the reasons given above, I believe a serious attempt ought to be made to analyze those experiences, and to publish the results of that analysis.

It is my intention, therefore, to send to a random stratified sample of scholars (300) who completed dissertations in 1983 and 1984 a questionnaire asking for both background information--age, sex, marital status, and the like--and the experiences each author encountered in the course of preparing the dissertation. In addition, I will interview a random sample (approximately 30) of those who return questionnaires in order to collect addtional data and to assess the reliability of data reported by questionnaire. The random sample will be drawn on a proportional basis from the ten universities in the United States that awarded the most doctorates between 1960 and 1984. Those institutions include the University of California at Berkeley, the University of Wisconsin at Madison, the University of Illinois at Champaign-Urbana,

Harvard, and six others.

The design of questions on both the questionnaire and interview schedule will be guided by what authorities such as Berelson, Heiss, the Council of Graduate Schools, Sternberg, Allen, Almack, Madsen, and others have identified as the important elements of the dissertation process. While it is true that a well-developed theoretical framework--one supported by substantial empirical work-- is unavailable, there are plausible claims offered by several authors constituting a rough framework within which to pursue preliminary investigation. For example, all authors claim that the research adviser is a vital part of the dissertation process. Ann Heiss put it in strong terms: "The quality and character of the relationship between the doctoral student and his major professor is unequivocally the most sensitive and crucial element in the doctoral experience." (Heiss, 1970, p. 151) Obviously, questions about the relationship between student and his or her adviser are of great importance if authorities such as Heiss are to be believed. Still another example in which authoritative pronouncements suggest questions to be put to recent graduates has to do with the composition of the supervisory committee. The Council of Graduate Schools recommends that there be a "dissertation advisory committee" of at least three members, one of whom is "outside the candidate's department, but in a related field." (Council of Graduate Schools, 1979, p. 9) Clearly, then, questions both as to the composition and activities of the advisory committee are appropriate in a study of this subject.

It is possible and desirable, therefore, to design a questionnaire and interview schedule that tests the several recommendations and assessments of the authorities on this subject; however, since so little of a systematic sort is known about the experiences of those who write dissertations there are bound to be many surprises. For that reason the answers to "open response" questions dealing with the problems authors faced and the means employed to overcome those problems should be of particular interest.

In general, the study would proceed as follows:

1. Questions:

1) How do the following contribute to the author's overall satisfaction with the dissertation: a) The adviser and dissertation committee; b) the topic; c) the proposal; d) the conduct of research; e) writing; f) the defense of the thesis; g) attempts to publish results; and,

h) administrative detail.

2) What is the relationship between certain background variables such as age, sex, marital status, family, peers, financial resources, the "critical moment," and the author's general satisfaction with the dissertation? Are these variables related to the experiences listed above, and is there interaction among them?

2. Design a questionnaire based on questions listed above.

3. Pretest the questionnaire with "knowledgeable judges"(faculty and students); revise; conduct a "pilot study" with a sample of recent graduates; revise and print.

4. Secure authorization from "human subjects review committee."

5. Prepare analysis procedure with cross-breaks for chi-square, Mann-Whitney U, contingency coefficients, ANOVA, multiple regression analysis, and the like. Select (SPSS) protocol, or write a computer program.

6. Draw random stratified sample of roughly 300 recent graduates (1983-84) listed in the Dissertation Abstracts International. Sample in proportion to the number of graduates between 1960-84 in ten universities producing the greatest number of doctorates in the United States as follows: University of California, Berkeley, University of Wisconsin, Madison, University of Illinois, Michigan, Harvard, Ohio State, Michigan State, Minnesota, Columbia, New York University.

7. Prepare questionnaire for mailing using "TDM Procedure" ("Total Design Method")

8. Register questionnaires; conduct follow-up; prepare for processing; enter data on disk or tape; run computer program and analyze,

9. Design interview schedule.

9. Select interviewees (30); interview; analyze interviews.

10. Write results and conclusions. Include "open response" comments whenever appropriate. Publish results.

It is difficult to estimate the amount of time required to complete the study proposed; however, two academic years--September to September--seems reasonable. Much depends on the time it takes to design the questionnaire, including the pilot study, make the necessary revisions, and complete the interviews.

The total cost, as already noted, should be approximately $64,000.

If you express an interest in the proposed study, I would be pleased to

submit a detailed proposal.

I have enclosed a copy of my curriculum vitae.

Sincerely yours,

David Madsen
Professor

Notes:

Berelson, B. Graduate Education in the United States. New York: McGraw-Hill, 1960.

Heiss, A. M. Challenge to Graduate Schools. San Francisco: Jossey-Bass, 1970.

Spurr, S. H. Academic Degree Structures: Innovative Approaches. New York: McGraw-Hill, 1970.

Sternberg, D. How To Complete And Survive A Doctoral Dissertation. New York: St. Martin's Press, 1981.

BROWN UNIVERSITY *Providence, Rhode Island • 02912*

GRADUATE SCHOOL
Box 1867
Tel: 401-863-2600

May 15, 1986

TO: CGS Task Force on Minority Graduate Education

FROM: Bernard E. Bruce, Associate Dean

RE: Minority ABD's

"Perhaps half of those who begin study for the doctor of philosophy degree in American universities do not complete work for that degree and join the ranks of those commonly known as ABD's - "All But Dissertation." (Sternberg, 1981,p. 10). Since approximately 30,000 persons are awarded doctorates in the United States each year, possibly an equal number must abandon pursuit of the degree, giving as their reasons financial hardship, marital difficulties, loss of interest, as well as others. However, it is the dissertation itself, that seems to claim the most victims, some of whom are unable to find a suitable topic, sufficient faculty support, or the skills necessary to complete the task. Yet, in spite of all the difficulties associated with writing a disseration and the frustrations of those who never complete the work, no portion of graduate study is held in higher general esteem by faculty and students alike than the process that results in a dissertaion. (Berelson, 1960,p.206; Heiss, 1970,p.129; Spurr, 1970,p.130). Ironically, however, little systemtic study of the process that leads to the dissertation has ever been made."

The above excerpt is from a proposal by David Madsen who is developing a study of the dissertation process.

If the above data are accurate, then logic suggest that there are significant numbers of minority students who are ABD's. The 1984 Summary Report tells us that the number of doctorates granted to American minorities are as follows: American Indians, 73; Asians, 1017; Blacks, 1049; Puerto Rican, 133; Mexican American, ~~1978~~ 178; Other Hispanic, 294.

Without going into more detail, the following recommendations are offered for discussion:

- CGS form a working committee charged with the development of a Minority Ph.D. Completion Project which would focus on short-range and long-range activities designed to encourage and assist minority graduate students to complete the Ph.D.

- CGS disseminate information about the problem of minority ABD's to graduate deans.

- CGS initiate a survey that would encourage graduate deans to assess the impact of the ABD phenonema in their respective institutions.

- CGS become a clearinghouse for information on the development and implementation of programs designed to assist minority students to complete the Ph.D.

  In this regard, CGS should consult with successful Ph.D. completion programs like the one being conducted by The Tomas Rivera Center in Claremont, California. (see attachment)

- CSG seek funding for a demonstration project that would focus on minority ABD's who are attempting to complete their work in institutions that hold membership in the DWARFS, CIC, and the Dorothy Danforth Compton Fellowship Program or similiar consortia or networks.

I would also recommend that CGS consult with Dr. Howard Taylor, Director of the GRE Minority Research Project, to avoid duplication of effort and to explore funding possibilities for CGS minority initiatives.

Enclosure
(66)

COUNCIL OF GRADUATE SCHOOLS IN THE U.S.:

TASK FORCE ON MINORITIES IN GRADUATE EDUCATION

Noe' Lozano, Stanford University, May 1986

EARLY INTERVENTION RESEARCH AND SUPPORT PROGRAMS

The Task Force on Minorities in Graduate Education recommends that the members of the Council of Graduate Schools in the U.S. consider implementing early identification programs. Early identification programs are designed to increase the participation of underrepresented minority students who are interested in entering the scholarly, research, or teaching profession.

Although some minority undergraduates are entering professional programs such as Law, Business, and Medicine, barriers remain that discourage a large number of the best and the brightest minorities from pursuing the masters and doctoral degrees. The National Research Council regularly conducts a survey of Doctoral Recipients from United States Universities. The 1984 survey provides a disturbing glimpse of the very limited success this nation has had in training minorities for research careers. Of the total doctoral degrees awarded to U.S. citizens, a mere 73 went to American Indians, 1049 to Black Americans, 178 to Mexican-Americans, 133 to Puerto Ricans, and 294 to other Hispanics. This represents a miniscule number of minorities who graduated from college.

There is potentially, however, a much larger national pool of minority candidates for graduate programs, consisting of able minority students in the nation's undergraduate colleges who for various reasons chose not to enter academic programs. Summer research projects have proved an effective way to alert and guide minorities toward academic careers.

Ten programs will be described: One junior high, One high school, and eight college programs. These were selected because of their exemplary qualities. The programs represent an array of funding possibilities. Program funds come from federal, state, foundation, campus, and private industry and business sources. It should be noted that our commitment to increasing the number of underrepresented students enrolled in graduate study goes beyond merely competing for the available qualified students. It is our goal to intervene and encourage more students to consider graduate study while simultaneously developing and improving their ability to compete academically.

Early intervention programs are crucial in that most involve the faculty directly. Decisions on admission are made by the faculty. They are the ones who teach and train and bring students into the research labs; they are the final arbiters of graduate

admission. Early intervention programs let the student get an early look at graduate education and professors get an early look at students. Most importatly, it lets faculty meet and review potential students within the faculty environment.

MESA : Mathematics, Engineering, and Science Achievement

MESA has three components: Pre-College Junior High School, Pre-College High School, and College (Minority Engineering Program). MESA is funded 50% state and 50% foundations and private industry.

The **Pre-College Junior High School** program began in 1984. It identifies 7th, 8th, and 9th grade minority students with math aptitude and interest, and redirects their work, where necessary, to college preparatory classes. In 1984-85 over 550 students participated, from 20 junior high schools, in this program (California).

MESA

The **Pre-College High School** program began in 1970. Pre-College services and activities include organized study, academic advising, scholarship incentive awards, MESA meetings, career exploration, and family involvement. These services help develop the academic background necessary to enter college in math-based fields and affords persons the opportunity to work in private industry, all with the support of the family. In 1985 there were 3962 sophomore, junior and senior students in the program. Of this group, 1000 graduated, 80% of which went on to college in such fields as engineering and computer science. 16 public and private California universities participate in this MESA program.

The MESA **Minority Engineering Program (MEP)** was initiated in 1981. MEP services and activities range from recruitment and admissions, freshman year orientation and guidance, counseling services, MEP Study Center, support of minority student engineering organizations, career development and summer jobs, and financial aid and scholarships. There are 2,393 students in the program. MEP students have a higher persistence rate than other engineering and computer science students. Fifteen public and private California universities participate in this program.

MINORITY RESEARCH EXCHANGE PROGRAM: (Cornell, Princeton, Stanford and University of California, Berkeley).

This program provides internships in the humanities, and in the biological, physical, and social sciences. Sophomore and junior minority students enrolled at Cornell, Princeton, Stanford, and University of California, Berkeley are eligible to participate. The goal is to increase the number of these students who enter

Ph.D. programs preparatory to pursuing careers in university teaching and research. Each intern will be hosted by one of the four universities for an eight-week period beginning in June, and will receive an award of $3,500, from which room and board will be paid by the participant. Research projects are under individual faculty sponsorship. All research is substantive, requiring the full-time commitment of the student. Weekly meetings or seminars are held with the expectation that the student will be able to discuss the research design and progress. A final abstract is required with an oral presentation at the end of the eigth-week session. Summer session credit is possible. Programs are funded by the Ford and Mellon Foundations.

STANFORD SUMMER INTRODUCTION TO RESEARCH PROJECT (NATIONAL)
UCLA SUMMER INTRODUCTION TO RESEARCH PROGRAM (NATIONAL)

These programs are similar to the Summer Exchange Project, but differ in that students come from across the nation. At UCLA, the stipend level per student is 1200, plus payment of room and board. The Stanford programs were begun in 1985, while the UCLA program started in 1982. The Stanford program is funded by campus funds and the UCLA program is funded by state funds.

SUMMER INSTITUTES IN PUBLIC POLICY (NATIONAL)

These summer institutes for minority students began in 1981. Funding came from the Alfred P. Sloan Foundation and was partially matched by the campuses. The institutes' purposes are to increase minority admissions to top public policy and public management graduate schools. The institutes' summer programs seek to provide communication skills and quantitative methods improvement. These institutes also acquaint students with public service career opportunities. Students receive room and board and varying ranges of stipend awards; award levels are set by the different campuses. Students, who successfully complete the summer program and are subsequently admitted to graduate study at one of the 19 participating universities, will be able to receive a $4,750 fellowship, plus tuition for the first year of graduate study.

MINORITY ACCESS TO RESEARCH CAREERS PROGRAM: MARC-NIH (NATIONAL)

Nationally, over 35 universities and colleges with high minority enrollments receive MARC funds from the National Institute of Health to train honors-level science students(students with minimum 3.3 grade-point averages) in biomedical research. The objectives of the MARC programs are twofold: (1) to increase the number of well prepared minority students who can compete successfully for entry into graduate programs leading to the Ph.D. degree in a biomedical science, and (2) to help develop a strong science curriculum and research opportunities to prepare students for careers in biomedical research. Each campus enrolls 5-10 honors students who are in their third and fourth years of college. The programs generally consist of (a) an initial intensive summer laboratory training workshop; (b) an academic

year seminar series and personal academic advising to enhance regular courses, as well as courses specifically designed for MARC students; (c) a second summer of laboratory research at an off-campus site; and (d) opportunities for senior thesis research. Students obtain financial support through employment as research assistants.

NATIONAL CHICANO COUNCIL FOR HIGHER EDUCATION: SCIENCE FELLOWSHIP PROGRAM

The NCCHE Doctoral/Fellowship Program seeks to increase the number of Hispanics who achieve doctorates in science and mathematics fields, and who will thence pursue careers in higher education. Approximately 20 students are in the program. The ARCO and IRVINE Foundations funded this project, which was begun in 1984. In addition to a basic fellowship of approximately $13,000 for the first year of graduate study, undergraduate participants are offered scholarly enhancement and mentor awards averaging $500 per year, and travel support for the annual summer Fellows' Seminar, averaging $300.

FACULTY MENTOR PROGRAM: SOCIAL SCIENCES AND HUMANITIES
UC Santa Cruz

The program at UC Santa Cruz was initiated in 1979 and chose to provide undergraduates with research experiences like the ones mentioned in the previous programs, however Santa Cruz chose to conduct their program during the academic year and to only focus on the humanities and social sciences and on its own undergraduate population. The goals of the program are (1) to motivate, and strengthen the research experience of UC Santa Cruz junior and senior underrepresented minority students, and thereby increase their chances of pursuing graduate study in humanities and social sciences, and (2) to develop a better prepared and larger pool of minority students for graduate study. The program consists of two parts: research with a faculty member, and a seminar. Students receive a stipend or course credit for their research project. The program resembles an apprenticeship. The students participate actively in the research projects of faculty; thereby, the students are academically socialized to the faculty mentor's major field of interest. Fifteen to twenty-five students participate in the program per year. The program was first funded with state funds, now it is funded by the campus.

ATTACHMENT B

VICE PRESIDENT AND DEAN OF GRADUATE STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

Main Building 101 • Austin, Texas 78712 • (512) 471-7213

March 24, 1986

TO: Task Force on Minorities in Graduate Education

FROM: Sarita E. Brown
Assistant to the Dean and Director,
Graduate Opportunity Program

**A New Initiative for Graduate Schools:
Playing a Role in Advising Undergraduates**

When undergraduates think of their futures after graduation and choose employment they often turn to placement centers. For those who have decided on business, law or medicine pre advisors are assigned. Yet for a student seeking a career as a scholar, researcher and professor no such unit or advisor exists. These students are left to figure out the educational system and seek information on their own.

To address this need we recommend that Graduate School staffs include among their activities efforts to propose graduate education and careers in academia to undergraduates at their schools. This may include working with the staff of your placement office in planning a Graduate Information Day (different from a Career Day) or sponsoring your own workshops to acquaint undergraduate with master's and doctoral degree programs. A more aggressive response may be to advocate the appointment of a pre graduate advisor in each undergraduate college. These advisors would explain to prospective students the information gathering and application procedures for graduate degrees.

SEB/sfw

cgs in the U.S. Communicator

VOLUME XIX, NO. 7 September 1986

Minorities Task Force Report Presented to CGS Board

This report by the Task Force on Minorities in Graduate Education received the full and enthusiastic support of the CGS Board. I urge you to read it and to examine critically and thoughtfully your institution's activities in minority graduate education. The report spells out an ambitious agenda for CGS, one that all of us will have to work at if we are to be successful in increasing minority participation in graduate education.

Jules B. LaPidus

The Task Force on Minorities in Graduate Education submits the following recommendations for approval and implementation by the Board of the Council of Graduate Schools in the U.S.

1. The Council of Graduate Schools in the United States should begin a Minority Dean in Residence Program (MDRP). The role and responsibility of this person would be to help coordinate, implement, and make visible those issues, concerns, and activities that would impact on minority graduate students, faculty and staff of CGS member schools. This person should have release time to pursue his or her own research interest (25%).

   The implementation of this recommendation will be an important indication of the commitment of CGS to implement the full set of the Task Force's recommendations. The presence of a person in the CGS office will make possible the coordination of staff efforts with regard to minority concerns, the implementation of new programs recommended by the Task Force, and a visible expression of CGS concerns. The presence of a minority Dean in Residence also would bring greater visibility to issues important to minority individuals at One Dupont Circle.

2. CGS should serve as a clearinghouse to collect and disseminate information on minority issues on our respective campuses and the federal/state governments' legislation on minority students, faculty, and staff. The "CGS *Communicator*" could be used to publish such information.

3. CGS should authorize the publication of a guide book on successful minority graduate recruitment, retention, graduation, and placement strategies. This booklet should be circulated to all CGS institutions and used at CGS summer workshops, regional/state meetings of graduate deans and during the annual CGS meeting.

4. The Council of Graduate Schools should hire a professional editor to work with a committee of graduate deans in developing a booklet describing the nature of graduate education and the opportunities for students who earn advanced degrees. The audience for the booklet would be minority undergraduates throughout the country. A proposed outline for such a publication follows:

   A. A very brief history of the development of universities in the United States, stressing the relatively recent professionalization of most occupations and the rise of major research universities within the last century.
   B. A brief explanation of the difference between professional and academic degrees, with statistics concerning their award.
   C. The reasons for pursuing an advanced degree, i.e., the kinds of skills to be acquired in graduate education.
   D. The Ph.D. as a teaching degree, and the future of the professoriate. (The recently published book co-authored by Jack Schuster on this topic can be mentioned.)
   E. Profiles of some prominent minority leaders with advanced degrees.
   F. A summary of the application process for graduate education, perhaps modeled on the booklet developed by the GEM program, with a checklist of the steps necessary and a sample timetable.
   G. A brief discussion of the significance of GRE scores in graduate admissions, stressing the variability with which they are used.
   H. Financial aid available for graduate students—the kinds of loans, fellowships, and employment with which students support themselves.
   I Requirements for an advanced degree—the thesis or dissertation, and time to completion for the degree.
   J. Job opportunities, especially alternatives to teaching for Ph.D.s.

   The brochure should be brief, attractive, informative, and general in nature, without reference to any particular school. It should be circulated to all deans in sufficient quantity for undergraduate minority students. A small charge for the booklet to defray its costs would be appropriate. The right to reproduce by xeroxing or other means should be freely given.

5. The Council of Graduate Schools should give the recruitment, retention and financial support of minority graduate students the highest priority in all of its activities, programs and publications and should urge State/Regional Graduate Professional Associations to do likewise.

6. The Board of the Council of Graduate Schools should appoint a "Standing Committee on Minority Graduate Student Affairs" that would help to advise and consult with

(continued on page 2)

the Board and staff of CGS on programs, issues and policies that impact on the presence of minority graduate students, faculty, and staff at CGS institutions.

A. The Committee should have as broad and diverse a representation as possible.
B. The Committee should try to coordinate information and activities generated by ad hoc minority organizations, i.e., National Name Exchange, GPOP Directors, Western Name Exchange, CIC Deans, Dwarfs/Elves, Southern Regional Graduate Deans, etc.
C. The Committee should meet bi-annually.
D. CGS should provide funds for the Committee to conduct its business, travel, reports, telephone, etc.
E. The Committee should report at CGS' Annual Meeting of CGS Deans.

7. CGS should form a working committee charged with the development of a Minority Ph.D. Completion Project which would focus on short-range and long-range activities designed to encourage and assist minority graduate students to complete the Ph.D.

A. CGS should disseminate information about the problem of minority ABDs to graduate deans.
B. CGS should initiate a survey that would encourage graduate deans to assess the impact of the ABD phenomena in their respective institutions.
C. CGS should encourage graduate deans to initiate strategies for campus based programs that will provide minority ABDs with the support (academic and financial) and nurturance necessary to complete the Ph.D.
D. CGS should become a clearinghouse for information on the development and implementation of programs designed to assist minority students to complete the Ph.D.
E. CGS should seek funding for a demonstration project that would focus on minority ABDs who are attempting to complete their work in institutions that hold membership in the Dwarfs, CIC, and the Dorothy Danforth Compton Fellowship Program or similar consortia or networks.

8. CGS member institutions are encouraged to promote the development of the next generation of minority scholars, researchers, teachers, and other professionals by taking the initiative to inform, advise, and train undergraduates early in their college years about the opportunities provided by graduate study.

Faculty will be retiring in the 1990s in substantial numbers and universities and colleges will be seeking replacements. The 1990s offer a window of opportunity that minority students should not miss because it would deny them access to the professoriate for years to come. There are many programs, specifically focusing on minority undergraduates, that serve to stimulate and cultivate interest in graduate education. Attachment A* outlines ten early programs for undergraduates that are expanding the pool of eligible minority graduate students. Attachment B* presents an initiative that invites graduate schools, to play a role in advising undergraduates about graduate school CGS should highlight these kinds of programs as a way of keeping the issue of developing the next generation of minority scholars at the forefront of the agenda of graduate deans. One immediately "doable" project for CGS is the publishing of an article in each issue of the *Communicator* on successful early intervention and outreach efforts in graduate student affirmative action.

9. Graduate deans at CGS member institutions should assign as part of the regular duties of one of their assistants, the job of addressing issues related to the maintenance of the minority presence in graduate school. These duties would include, but would not be restricted to, issues pertaining to the following: recruitment, retention, the structuring of support programs, the provision of assistance in the procuring of funding for fellowships and scholarships, and working with faculty and graduate and undergraduate departments to generate minority scholarship.
10. Graduate deans at CGS member institutions should initiate a process to collect and review statistics related to minority graduate students on their compuses. This process should be separate from other campus-wide data collecting activity, although it may use these in part whenever convenient.

Such data would include the following: numbers of applicants, numbers admitted and rejected, numbers enrolled, financial support offered, number and level of TA and RA appointments offered to minority students, number of graduates by degree, etc. All these data should be broken down by ethnicity, sex, department, program of study, etc., paying special attention to within-category distinctions, e.g., Chicano, Mexican American, Puerto Rican, Other Spanish American, Other Hispanic. These are all meaningful categories which would assist in future analysis of these data.

Report is printed here without attachments.* **Ed.

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